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ABSTRACT

This activity book provides a direct, hands-on educational tool to help children ages 7-11 process their feelings, thoughts, and experiences as they relate to violence. The workbook is designed to: (1) foster a dialogue between child and adult as well as among children in group settings, while acknowledging the child's desire for privacy; (2) help children discover the meaning of violence, that fear is normal, and that there are things children can do to feel better and safer, with help from caring adults; and (3) encourage a strengthening of the relationships with community resources that can create positive change for children and families. The workbook incorporates a number of writing and drawing activities dealing with how violence makes a child feel, the various settings in which violence occurs, and what children can do about violence. It also includes a list of 44 children's books about children who are brave and strong in the face of death and violence. A brief guide for teachers, counselors, and other professionals containing a list of 19 additional resources accompanies the activity book. (TJQ)

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Let's Talk About Living in a World with Violence

An activity book for school-age children

by James Garbarino, Ph.D.
Erikson Institute

PS 023044

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Let's Talk About Living in a World with Violence is a part of the continuing research and training at Erikson Institute focused on helping families and children cope with the impact of violence in their lives. The A.L. Mailman Family Foundation, Inc. has provided funding for the initial development and production of this book. Additional funding comes from the Children's Care Foundation for distribution of the book to children at-risk in Chicago and from the Ford Foundation for the book's use with teachers. Copies in Spanish also are available. For information, contact Erikson Institute, 420 North Wabash Avenue, Chicago, Illinois 60611.

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A Note to Kids

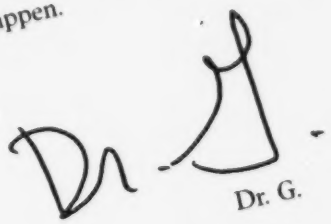
This book is about violence and how it makes us feel. It's also a book that helps us know what to do about violence.

In this book I ask you to write and draw things about who you are and what you think. That's because writing and drawing help us to understand what we think and how we feel. If something in the book makes you feel afraid or sad, try to write about it, or draw a picture, or maybe talk to someone about it. Don't worry about your writing or drawing. There are no right or wrong words or good or bad pictures. There's just what you think and feel.

You may need help reading this book, or maybe you want someone to read the book to you because you like to have people read to you. That's fine. My daughter is a good reader, but she loves to have people read to her. You also may need help writing things down in the book. That's O.K. too. Take your time. You can get help from a friend of yours or from a grown-up.

This is a book for you to share with someone who cares about you. You can show the book to anyone you want to. Choose someone who is a good listener and who can spend the time with you. It might be someone in your family like your mom, dad, aunt, uncle, grandmother, grandfather, or cousin. It might be a friend. It also might be your teacher at school. Your teacher might be a *good* person to show this book to. You choose. Just ask them.

Always remember that if you do feel bad because of violence, you can get help to feel better. There are grown-ups who can help you learn to feel safe. This is not easy sometimes. But it can happen.



Dr. G.

P.S. It's O.K. if you want to color in the drawings. That's why the artist drew them. This is your book to use.

Who Is Dr. G?

I'm Dr. G. Some kids call me that because my family name is Garbarino and I am a type of doctor called a psychologist who helps grown-ups help children. My first name is Jim.

Who am I? I'm a man who lives in a family. I am a husband and a father. My wife and I have two children. And we have a dog. Her name is Abby. This is a picture of me now ▲ with some young friends in Chicago. I'm wearing the tie.

▼ This is a picture of Abby.

And this is a picture of me ▶ when I was a little boy, in 1952. I'm four years old. I'm wearing my favorite cowboy hat and standing in front of the building where I lived with my mom and dad. My brother and sister weren't born yet.

I grew up and went to school near New York City. The name of my elementary school was Centre Avenue Elementary School. (You'll see my drawing of the neighborhood I live in later on in your book.) When I was a kid I played baseball, football, and basketball and talked with my friends. I read books. I watched TV and went to the movies. And I got into fights sometimes.

Now I live in Chicago. A big part of my job is to talk with kids about being hurt or scared by violence and to find ways to help them feel better and safer. This book is my way of talking with you.

1

Who Are You?

Now you have an idea about who I am.
But who are you? Here are some questions to answer.

What is your name? (I don't have a middle name. Do you?)

_____

How old are you? _____

Where do you live? (What city or town? What street?)

_____

_____

Who lives with you? (Mom and dad? Brothers or sisters? Don't forget to name your pets, if you have any.)

_____

_____

_____

_____

What's the name of your school?

_____

What are the names of the friends you spend time with?

_____

_____

_____

Now here's your chance to write down some other things about yourself. There's space on the next page for your story. Think about what you like to do and places you like to go, and write it down. Draw a picture of yourself too, doing something you like to do. It's a good idea to share your writing and drawing as you go along.

My Story About Who I Am

Now that we've talked about who we are, let's begin talking about how we live in a world with violence. And we'll continue to tell stories and draw pictures.

What is Violence?

V-I-O-L-E-N-C-E. This is a word we hear on television and the radio and see in the newspapers. It can be a frightening word. But what does it mean?

When I want to know what a word means, I look in a dictionary. So I went to a library and looked in several dictionaries written just for kids.

This is what I found in the Young Reader's Dictionary: Violence is **"great physical force."**

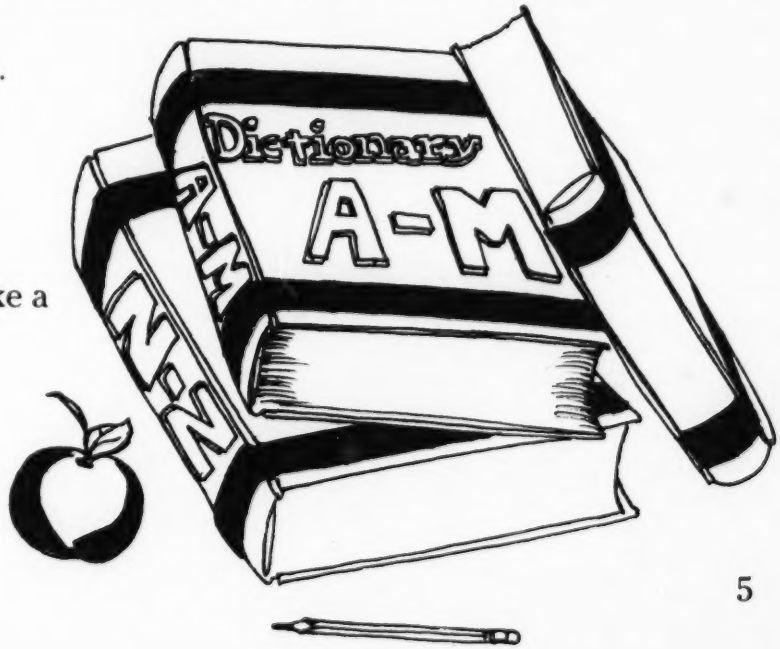
I didn't think that was a very good definition because the word violence has something to do with hurting people. Just saying "great physical force" isn't enough. And, most kids think "great" means "good," even though the people who wrote the dictionary think it means "big" or "powerful." I decided we need a different definition.

So I looked in another dictionary for children called Very First Dictionary. It didn't have any definition at all! Maybe they thought violence is a word that kids don't know about or shouldn't know about.

Then I looked in the World Book Dictionary and found a long definition. Part of the definition was: Violence is **"rough force in action."**

That seems a little closer to what I think violence means. "Rough force" sounds like it leads to hurting. "In action" means someone is doing something.

If you have a dictionary take a look at what it says violence means.



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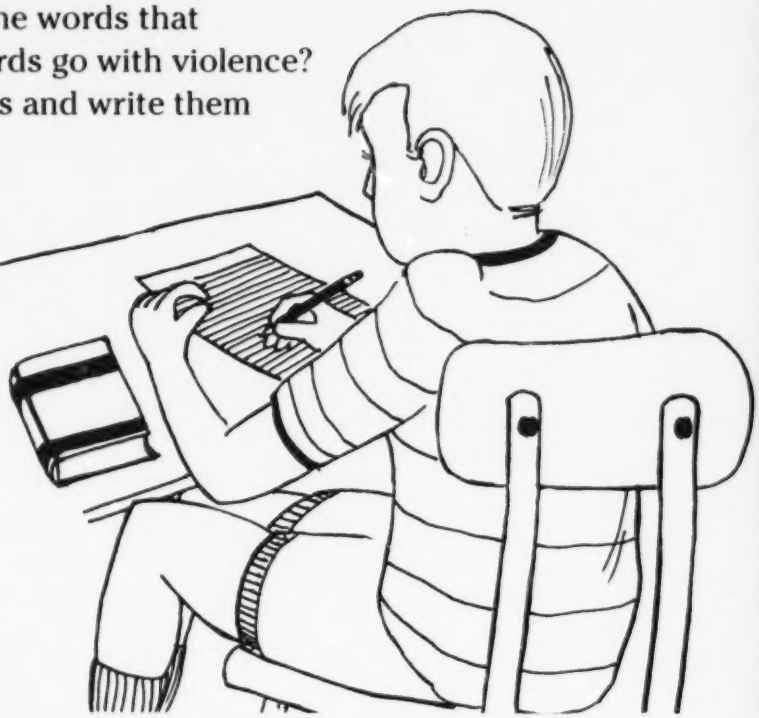
Another way to figure out what a word means is to write down all the words that seem to go with it. What words go with violence? Can you think of some words and write them down here?



1. _____

2. _____

3. _____

4. _____

Here are some of the words that come to my mind when I think about what violence means.

5. hitting
6. biting
7. slapping
8. punching
9. kicking
10. shooting
11. pushing
12. stabbing

All these words mean violence to a person's body. We call this physical violence. But what about these words?

13. yelling 14. swearing 15. screaming 16. shouting

Do these words mean violence? Does saying mean things hurt people? Can words hurt? I think so. We call this verbal violence—violence in words. What do you think about verbal violence? What kinds of words hurt people? Here's some space to write them down.

17. _____

18. _____

19. _____

20. _____

What other words go with violence? If you can think of more words, write them down.

21. _____ 23. _____

22. _____ 24. _____

Now think about what the dictionaries say and read the words we wrote. Then use this space to write down your own definition of what violence is.

Violence is "_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____"

All these words about what violence is can miss how violence feels. So here comes the next question.

How Does Violence Feel?

Violence is about hurting people—or animals. But how does violence feel? Well, it depends on if you are hurting someone or being hurt, doesn't it?

When I was growing up I played football and tackled other kids. Once, I got in a fight with my friend at school because he wouldn't play the game right. I got mad and yelled at him and pushed him. Then we had a fight. He got a bloody nose. My heart was beating fast, and I was breathing hard. I was so angry at him!

I also remember times when I've been hurt by someone. Once, when I was ten years old, I was coming home from school and three kids stopped me and tried to steal my bike. They punched me. I started yelling and tried to get away. Then a grown-up heard me and came out of his house to help me. The other kids ran away. I was scared, and I was mad too.

Everyone has angry feelings sometimes. That's one way that violence starts. What matters is what you do when you are angry. Some people who are angry scream and yell, or they try to hurt someone. Other people try to work things out, or they ask someone else to help them.

Sometimes watching violence feels very scary. It can make you want to run away and hide, or close your eyes and ears. It's O.K. to be afraid of violence. It's good to want something different. Violence can be ugly.

Can violence be funny? I don't think so. But sometimes people think "pretend" violence, like in cartoons, is a big joke, and they laugh about it. Or violence makes them nervous, and they laugh because they are nervous. Real violence is not funny at all.

Do you know any stories about someone getting hurt? Can you write about it or draw a picture?

My Story About Someone Getting Hurt

How does violence make us feel? Here are some of the words we've used so far.

1. hurt 2. scared 3. nervous 4. mad

Can you add to the list? Violence can make us feel

5. _____ 7. _____

6. _____ 8. _____

Why do some people hurt other people? That's a big question, and there are a lot of answers. Here are some of them.

- Sometimes people don't know why they hurt someone else.
- Sometimes people are so angry they don't care who gets hurt.
- Sometimes people want something and hurt other people to get it.
- Sometimes people are punishing someone who did something they don't like.
- Sometimes people want attention and they don't know a better way to get it.
- Sometimes people are trying to stop trouble and end up hurting the troublemaker.
- Sometimes people are angry because they think no one cares about them.

What do you think? Can you write down other reasons why people are violent?

- _____
- _____
- _____
- _____

Where Can Violence Happen?

In one way or another, all of us live in a violent world. I know I do. There is violence in movies, in TV shows, and on the news. There is violence in newspapers, magazines, and books. Sometimes there is violence in real life.

On TV

How much violence do we see on television?

Some people have a job of keeping track of how much physical violence there is on TV. They count each time someone is hit, shot, stabbed, punched, or killed on TV, and how many times people are threatened with being hurt or killed. They don't count the verbal violence, but there is a lot of that on TV too.

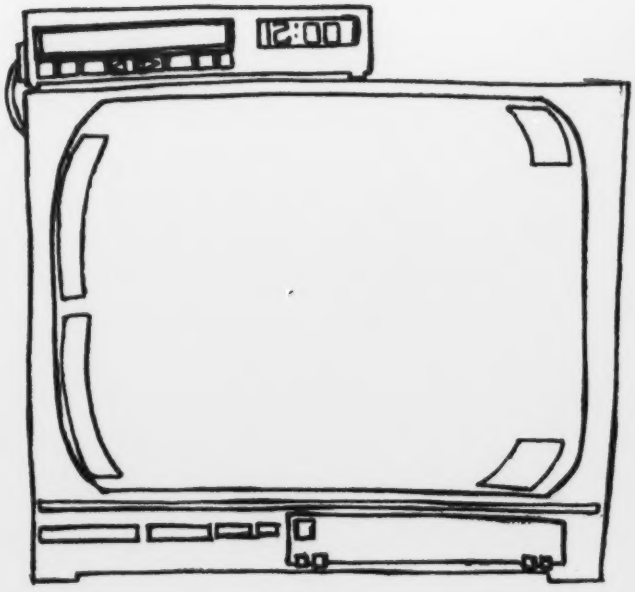
Can you guess how many times there is physical violence on TV each hour in the evening?

❑ 1 time ❑ 2 times ❑ 3 times ❑ 4 times ❑ More than 4 times

Look for the answer to the question at the bottom of the next page.

Of course some programs have more violence than others. Some programs have very little violence or none at all. Can you think of a TV program where there is no violence? Write the name on the TV screen.

A lot of the programs that kids watch have violence in them. Most of that violence is "pretend"—in cartoons and other programs showing people pretending to hurt each other. But some is real, like on the news.



Guess how many times physical violence happens on TV programs for kids.

❑ 1 time ❑ 5 times ❑ 10 times ❑ 20 times ❑ More than 20 times

The answer is at the bottom of this page.

Here are the answers:

Violence happens about 5 times every hour on evening TV programs.
Violence happens about 26 times every hour on TV programs for kids.
(George Gerbner, Congressional testimony, December 15, 1992)

Lots of times what you see on TV is not real, but it can still be frightening. Write down the names of your three favorite TV programs and think about what you see when you watch them.

My three favorite TV programs are:

1. _____

❑ No violence ❑ Yes, there is violence like this:

_____

_____

2. _____

❑ No violence ❑ Yes, there is violence like this:

_____

_____

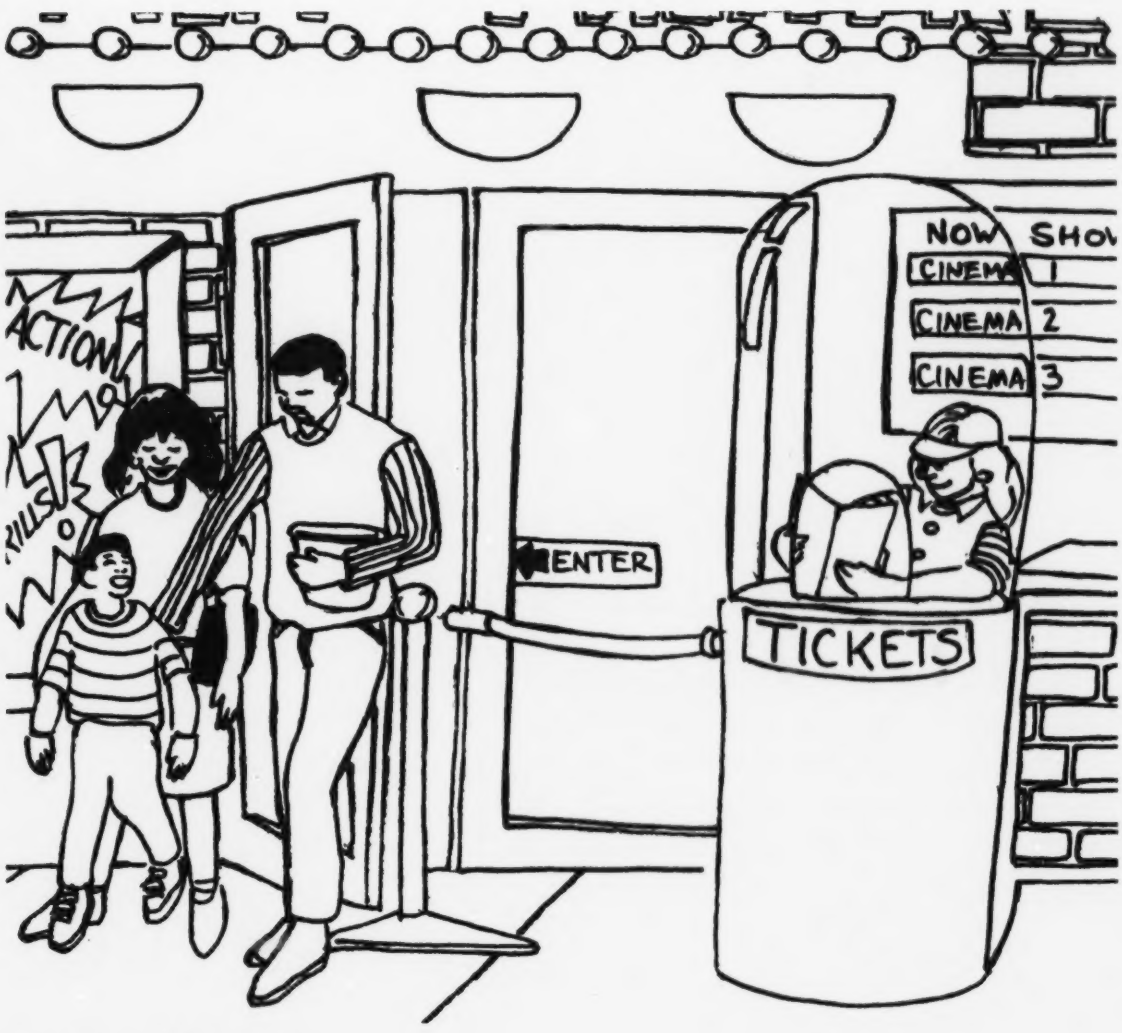
3. _____

❑ No violence ❑ Yes, there is violence like this:

_____

_____

We also see photos of violence in newspapers and magazines. If you have a newspaper or magazine, go through it and circle photographs you think show violence and words you think mean violence. Maybe your teacher can bring a newspaper to class and everyone can look for the photographs and pictures.



In the Movies

TV can be scary. So can movies.

Let me tell you about a girl I met named Gloria and how a movie scared her. Gloria is seven. She goes to school in Chicago. I met her when I visited her school one day.

Gloria showed me a little book she had written. It was called "The Birthday Book." In her book she drew pictures of kids who didn't have birthdays because they had been killed. It was a very sad book, and I was worried about her because the book told me she was scared about something. I asked her to tell me about the scariest thing she had ever seen. This is what Gloria told me.

Gloria's Story

"My mother asked my older cousin to babysit for me. My cousin and her friends like to watch movies on the VCR, so when my mother left they put on a movie to watch, and they let me watch it too. In this movie there is a very bad man. He is a very scary man who has knives for fingers and he kills people. But you can't kill him. When you try to he just comes back. He gets into people's dreams. My cousin and her friends laughed at him, but I was scared. That night he came into my dreams and I woke up crying. I was very scared. I try to keep him out, but sometimes he still comes into my dreams at night."

That's Gloria's story. It's a scary one, and I think it explains why Gloria made the very sad Birthday Book she showed me that day.

To understand Gloria's story, you need to know what can happen when something scares you terribly or hurts you so badly that you think the world is falling apart. When kids get scared like this, they sometimes have bad dreams. They may be nervous all the time, or bite their nails, or suck their thumbs. They may cry a lot. They may have trouble paying attention at school or sleeping at night. Sometimes kids get scared like this from earthquakes, or hurricanes, or car accidents, or fires. They also can be scared by violence.

Why do you think Gloria made a book in school about children being killed before they could have their birthdays? I think it was because her fear of what she saw in the movie was coming out in her pictures. She was afraid, and this was a way of telling how afraid she was.

Can you think of a movie that scared you? If you can think of one, write about it and why it scared you. Draw a picture about it too.

My Story About a Movie that Scared Me

Writing, drawing, and talking about what scares you is a good way to help yourself control—or be boss of—scary feelings. Gloria drew her pictures so she was in control of her fears.

Kids who are afraid can feel good again. They need to take control of how they feel and work together with their friends, their parents, and their teachers to feel safe. Sometimes it's very hard to feel safe, and it takes a long time. But it can happen.

In War

War is shown a lot on TV. That's how some kids learn about war. And whether we watch real war going on in countries around the world, or pretend war in a TV movie, what we see is violent and scary. But I think you can learn about violence by learning about war.

When I was a little boy, my friends and I used to play cowboys. We would ride our pretend horses and shoot our toy pistols like the cowboys we saw in the movies. When we were a little older we played war. We dressed up as soldiers, built forts, and pretended to shoot each other using our toy guns. Is that something you do?

When I grew up I learned that real war is very different from pretending to play war. Real war is full of real violence. Guns are being shot. Bombs are exploding. People are being hurt, and they are dying.

Kids who live in wars see lots of bad things, and they get scared. Some of them are badly hurt. Kids may live through war, but they remember it the rest of their lives. I know this because part of my job is to visit and help kids who live in places where there is war.

I take photos so that people in my country can meet these children of war too. Here are some of my photos.

Guatemala

Nicaragua

Cambodia

You can see that some of the kids look sad and hurt. But some are smiling and playing. I want you to see that kids living with war are still kids. They get together with their friends, their parents, their teachers, and their neighbors to feel better.

It's important to see these children of war, because you need to know that no matter what happens, no matter how bad things get, things can still be good again. Some of the kids in my photos had a lot of things to be afraid of, but they got help from grown-ups and they felt better. They got help from other kids too.

Iraq

Mozambique

Kuwait

Do you see the names of the countries or areas where the kids live? Do you know where the countries are? If you have a map or globe of the world, find the countries, or ask a grown-up to help you.

West Bank

Vietnam

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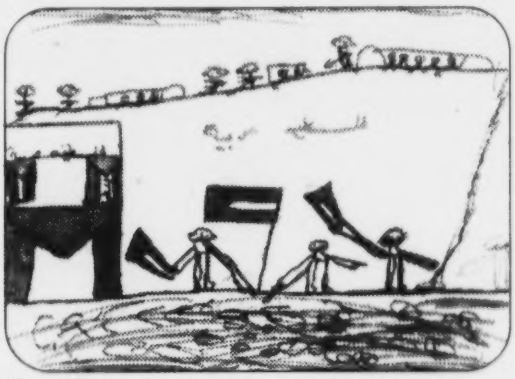
Now think of what you have seen about war on TV, heard about from your family, or talked about in school. Do you know the names of other countries or areas where there is war going on or where there has been war? Can you add the names to the list here?

1. Cambodia
2. Nicaragua
3. Mozambique
4. Kuwait
5. Iraq
6. West Bank
7. Vietnam
8. Guatemala
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

We have had wars right here in our own country. Maybe your teacher at school can show you photos or drawings in history books, and you can learn more about them.

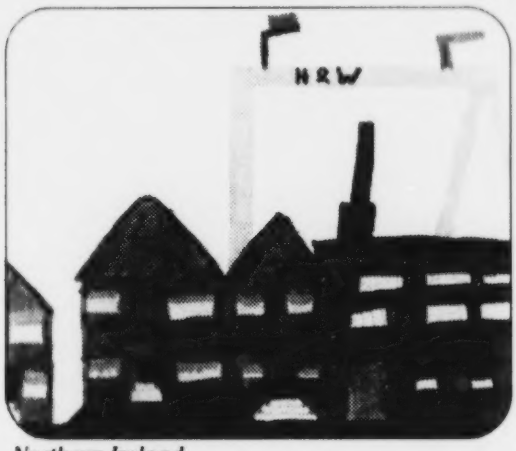
One way the kids who live in war areas tell me about what they see and how they feel is by drawing pictures. Here are some of the pictures that I have brought back from war areas.

Cambodia



Gaza Strip

Mozambique



Northern Ireland

Nicaragua

Now it's your turn to draw a picture about war and tell the story of your picture. Do you have a father, uncle, brother, sister, or other family member who has fought in a war and talked to you about it? Can you remember a movie about war or a news report on TV, and remember how you felt when you saw it?

My Story About War

On the Streets

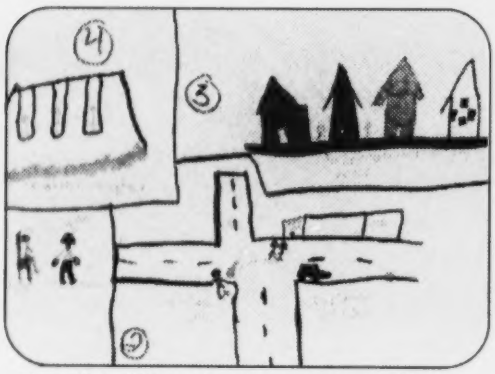
Some kids live in neighborhoods that feel very safe. That's good.

Some kids live in neighborhoods where there is a lot of violence going on outside on the streets. Gang members are shooting at each other. People are being hurt a lot. So a neighborhood can be a place where it feels like there is a war. That's why we talked about war in the last section. I wanted you to understand how the violence of war in other countries hurts kids just like the violence in some of our neighborhoods. And I want you to know that kids who are scared by violence in some neighborhoods can get help just like the kids in war areas.

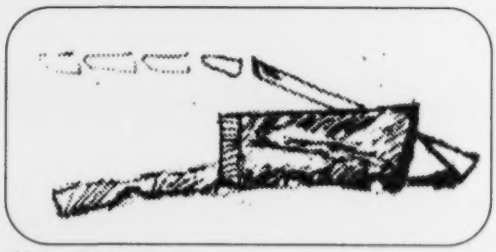
Here are some pictures that kids in my city drew about their neighborhoods. Some of the pictures show peaceful things, and some show violent things.

Donna: "My street"

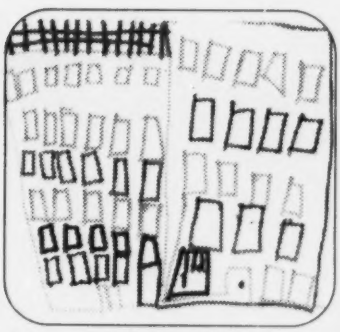
Marcus: "Near my house"



Meredith: "Guy shooting at my mom"



Matt: "Car gun"



Dennis: "High rise"

Beverly: "My house to be"

Now you can write a short story and draw a picture about your own neighborhood. Think about these things: What does your neighborhood look like? How does it feel to live there? Who lives next to you? Are there scary people? Where do you and your friends play? Do people hurt animals? Do people help each other?

My Story About My Neighborhood

I was talking with some boys and girls about their neighborhood. They said they didn't feel safe outside. One girl said she couldn't go outside and play because it was too dangerous. But she said she felt safe at school, at church, and when she was walking with her friends. So we began drawing maps of our neighborhoods and the safe and not-safe places.

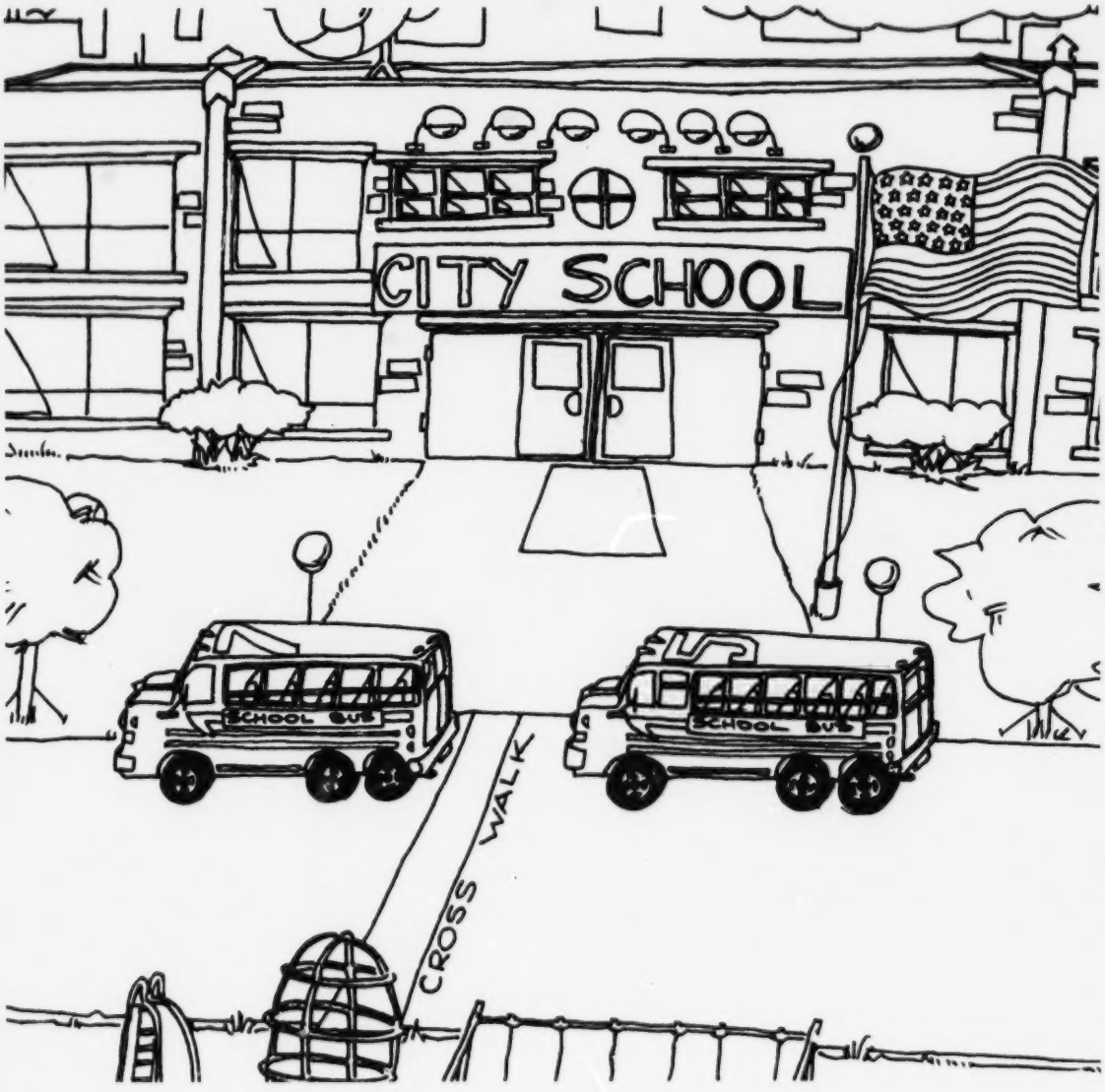
Here's a map of my neighborhood showing the places where I feel safe and the places where I don't feel safe.

Dr. G's Neighborhood Map

School
Safe
store
PARK
Light - Don't go in park at night if light is broken
Safe during the day if you are with a grown up — at night it's scary
Alley - walk Abby here
Friend's House
my house - Safe

Now it's your turn to draw a map of your neighborhood.

My Neighborhood Map of Safe and Not-Safe Places



At School

School is a big part of life for kids. I have lots of memories about my school days. Some memories are very good, and some are not so good. Now part of my job is to visit schools and talk to kids about what happens to them at school and in their neighborhoods.

We all want school to be a safe and peaceful place. But sometimes kids get into fights at school, or they get hurt walking or riding to school. Sometimes parents worry about kids at school.

What about your school? Is your school near your home? Do you walk there? Do you play on the playground with friends? What do you do at lunchtime? What does your classroom look like? Tell a story about your school, and draw a picture that goes with it.

My Story About a Day at School

Your teacher wants you and your friends to feel safe at school. Teachers care very much and work very hard to make sure that school is a special place where you and your friends can come and stay to learn. That's part of a teacher's job. But violence at school can be a problem for teachers too. They can be scared.

I was a teacher once, and I remember the day that some kids came and told me that a man they often saw in the neighborhood was hurting them. Kids were afraid of him, but it was a big secret until they told me. I talked to the principal, and we called the police so that the man would stop hurting the kids. But the man was mad and said he would hurt me after school. I was afraid and called the police again. They talked to him so he would not hurt me.

So you should know that grown-ups can be scared of violence at school or in the neighborhood too, even if they don't show it.

Do you remember a time when you thought a grown-up was scared? A teacher? A parent? A neighbor? If so, can you write or draw a picture about what happened and what you did when you knew they were scared? There's space for your story on the next page.

My Story About Seeing Someone Scared

At Home

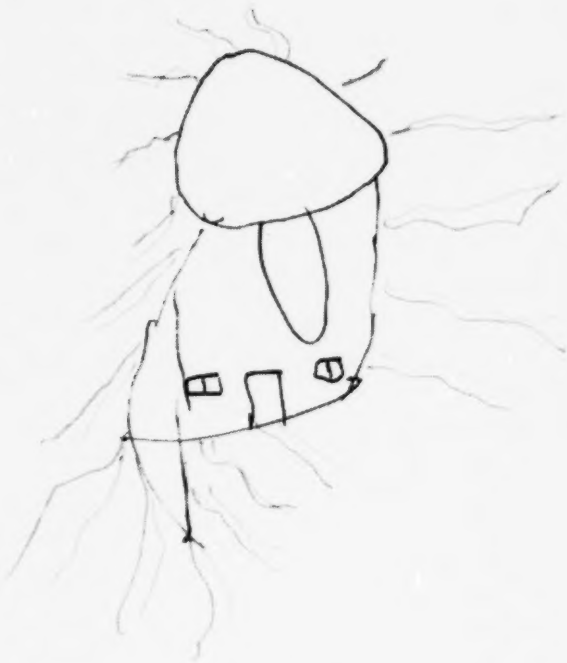
When I was a child, I felt safe at home. My mom and dad took care of me. That's the kind of family I want for my children and for all children, where they are loved and taken care of by people who keep them safe.

I know that kids live in all kinds of families —with moms and dads, with grandparents, with step-parents, with foster parents. Some kids don't live in a family at all.

I also know that all families disagree sometimes. My family does. When people in families disagree, they may talk over the problems and work things out, or they may argue. Some families fight.

Some kids live in families where it seems like war is going on at home. Parents sometimes scream and yell at each other. There is violence. People get hit, and people get hurt. Sometimes it's the kids who get hurt or the mom or dad who gets hurt. But no matter who gets hurt, the fighting can make a kid worried and scared.

Sometimes kids are afraid or embarrassed to tell about violence at home. One young boy I met talked to me about his family and his home. He said there was so much fighting and yelling in his family that it was like his house was exploding. Here's the picture he drew to show me what he meant.



A girl I met at school wrote me a letter about violence in her family. Here's what she wrote:

Dear Dr. G.

"I have violence in my house. It's my family. They were fighting and my mom started to cry and my dad was shouting. When I see violence on TV I think about my family, and I want the violence to stop."

These kids need help because they can't stop the violence at home by themselves. Remember that wherever kids live, there are adults who are supposed to take care of them and help them grow up.

What Can Kids Do About Violence?

Kids can't do everything to stop violence, but they can do some things. Here are a few ideas to get you and your friends started.

Talk to Someone.

Talk to your mom or dad, your teacher, a friend, aunts or uncles, grandparents, or good neighbors. Maybe you could show someone this workbook and the writing and drawing you've done. That would tell them a lot.

Everyone needs help sometimes. When I need help, I know I can talk to

- my wife
- my mother
- my brother
- my sister
- my next door neighbor
- my friends at work
- my minister at church

I know these people will listen to me and will help me if they can.

Who are the people you can talk to and who can help if you need it? Make a list of their names, who they are, and where they live.

My List of People Who Can Help Me

1. _____

2. _____

3. _____

More names? Add as many as you want to.

4. _____

5. _____

6. _____

7. _____

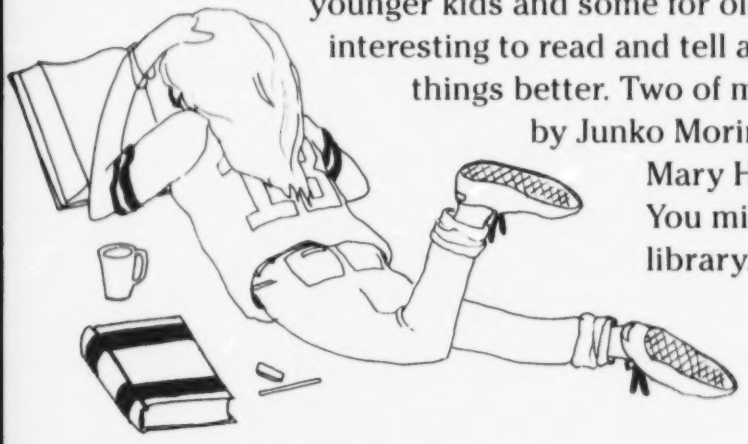
8. _____

Be Careful What You Watch on TV and at the Movies

If TV sometimes seems frightening, look for programs with less violence. Then ask to watch those programs instead. If there is a TV program on that is scary, tell someone. Or try to stay out of the room while it's on. And if movies are scary, find out what a movie really is about before you go. Look in the newspaper or talk about the movie with your mom or dad or your friends at school.

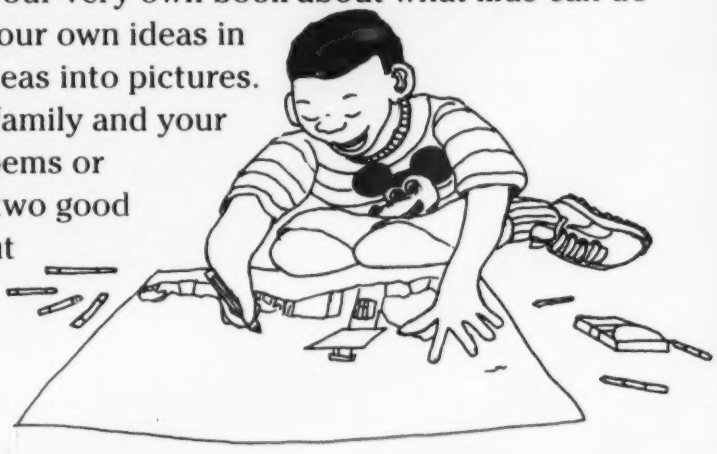
Read About What Other Kids Do

Reading books about kids who take care of people is one way to feel safer. At the end of this book, I've included a list of books. Some are for younger kids and some for older kids. All of the books are interesting to read and tell about what kids do to make things better. Two of my favorites are *The Inch Boy* by Junko Morimoto and *Amazing Grace* by Mary Hoffman and Caroline Burch. You might find these books in the library.



Continue to Write and Draw

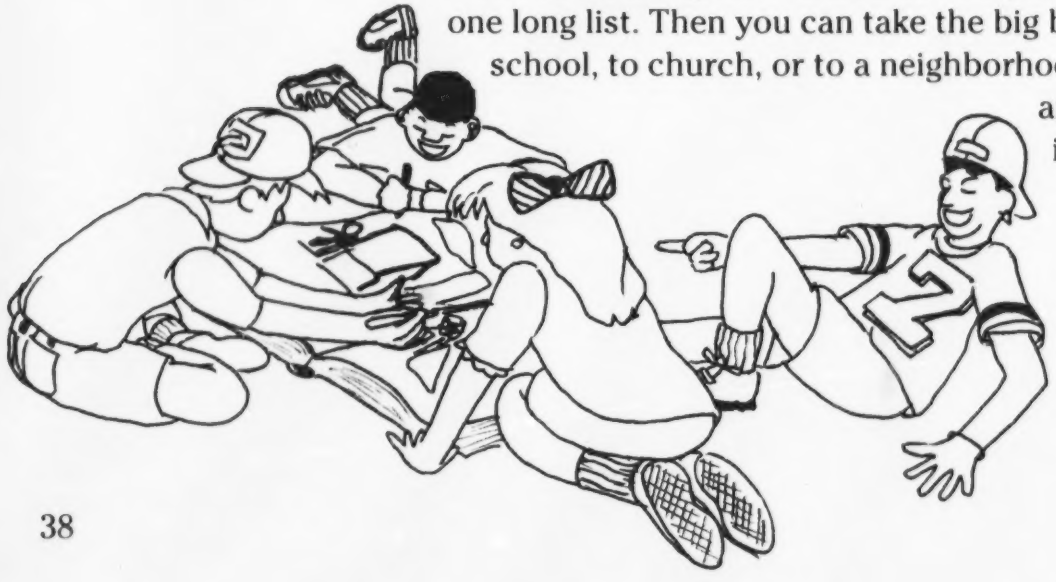
You might want to make your very own book about what kids can do about violence. Write down your own ideas in the book and also put your ideas into pictures. Then show the book to your family and your friends. You can also write poems or songs. Poetry and music are two good ways to let people know about violence.



Work Together with Your Friends

Sometimes it's more fun and more helpful to have lots of kids working together. A grown-up at home or at school may be able to help you with this. Here are some ideas.

A Big Book of Safety Ideas. Maybe you want to work together with your friends on one big book of ideas on safety. Everyone can make a separate part, and the parts can be put together with each kid's name. The ideas and pictures can also be put together in one long list. Then you can take the big book to school, to church, or to a neighborhood center and talk about it with adults.



A Neighborhood Map. You and your friends can make a big map of your neighborhood to show adults where kids feel safe and not safe. How about your school? Other apartments or houses in your neighborhood? A park? The stores? The streets and alleys? Where does it feel safe? Where does it feel dangerous? Be sure to show the neighborhood map at school, and maybe ask your teacher to invite a police officer to come and talk about it with you.

A TV Script. Put together a TV show of your own that has no violence at all. You can work with your friends to write a script or story, which tells about the people in the story, where they are, what they say, and what they do. Maybe your friends can act the story out for a class at school.

A Safety Campaign. Guns are dangerous. They make violence worse. Maybe you and your friends want to do some writing or drawing about guns, drugs, or anything else you think causes danger in your neighborhood. Then put all the papers together and take them to the police station. You can also mail them to the mayor or to a newspaper or TV station. Your teacher can help you think of ways to tell people about guns.

A Peace Takes Practice Project. Solving problems peacefully is a better way to live together at home, in the neighborhood, at school—everywhere. But it takes practice to be peaceful, just like it takes practice to learn how to read, play piano, or play baseball. Begin thinking about ways you can help other kids and yourself be peaceful. Talk to your teacher. Perhaps she or he can set aside a time when you and your classmates can begin finding out more about anger. Begin learning ways to stop anger before it hurts someone. If you and your friends attend an after-school program, this may be a good place to start a Peace Takes Practice project.

Help Other Kids Feel Safe

Maybe your teacher can arrange for your class to visit a classroom of younger kids in your school. You and your friends can listen to younger children in your school or at a community center and help them feel safer. Here are things you can do with the younger kids:

- Draw pictures about safety.
- Show them your neighborhood map of safe and not-safe places.
- Help them on their way to school if they are afraid.
- Be friends with them in the neighborhood.

You might also want to ask your teacher to plan a time when the class can talk about ways to be more peaceful and friendlier at school, in the neighborhood, and at home. Think about ways to help older and younger kids be less angry and do more to solve problems without hurting each other. Then you can write all the ideas down and share them with other classes.

Your Special Letter

Now you have completed your book. But I want you to do one more thing, please.

In this book, you have been learning about violence. You have been doing lots of writing and drawing. Now it's time for you to talk directly about violence to the person who has been helping you with your book, or to another grown-up you feel close to. Write a letter and draw a picture to tell that person what you think about violence and about feeling safe. Then put the letter in the mail, or give it to him or her directly.

40 Letting people know what you think is very important.

My Letter About Violence and Feeling Safe

The date is:

My letter is to:

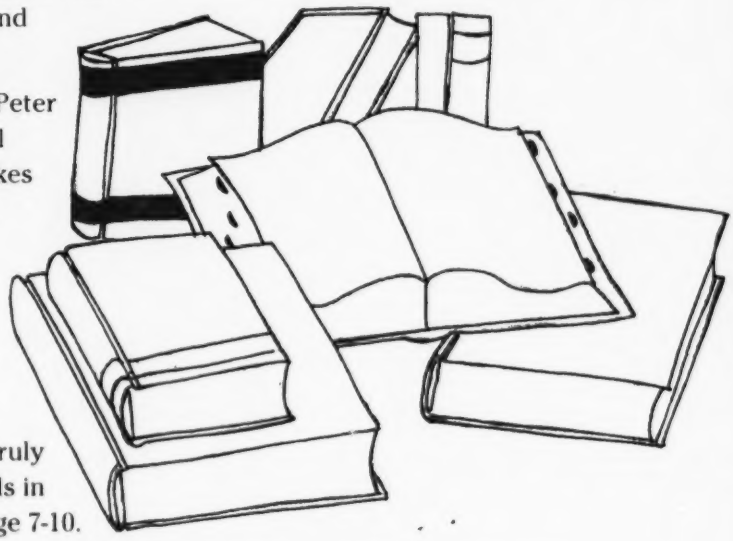
Dear

My name is:

Books About Kids Who Are Brave and Strong

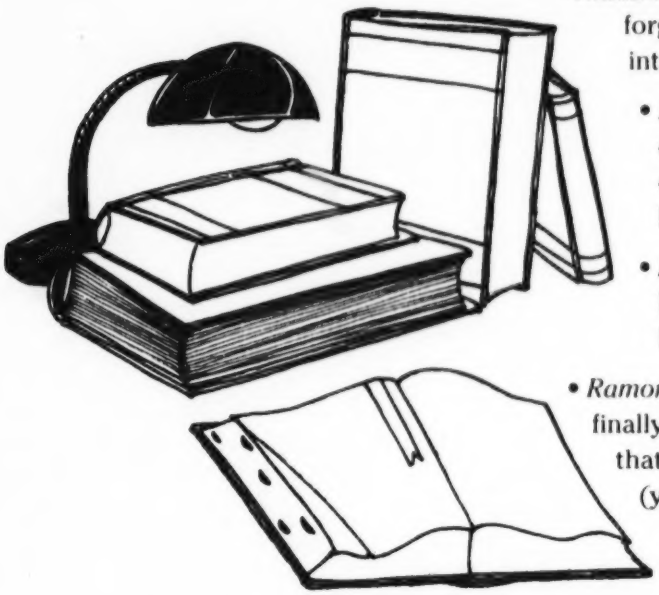
If you are younger:

- *About Dying: An Open Family Book for Parents and Children Together.* A photo essay, with dual text, focusing on a pet bird and then a grandfather dying, and, for adults, a narrative about death customs and the grieving process. By S. Bennett Stein. Adult with child.
- *Ada Potato.* Ada, teased by a gang of boys about her violin playing, finds a way of confronting and discouraging them. By J. Caseley. Age 5-8.
- *Amazing Grace.* Grace is told she can't be Peter Pan in the school play because she is a girl and Black, but she shows them all and makes a great Peter Pan. By M. Hoffman, Age 5-9.
- *Badger's Parting Gifts.* All of badger's friends—mole, fox, frog, and others—remember him fondly when he is dead, and he doesn't seem so far away. S. Varley. Age 5-7.
- *Best Enemies.* Priscilla is confronted by a truly mean kid, Felicity Doll, but Priscilla prevails in various and funny ways. By K. Leverich. Age 7-10.



- *The Butter Battle Book.* Story of a build-up for war between the Wooks and the Zooks, with a totally destructive bomb. The arms race according to Dr. Seuss. Age 6-8.
- *Clever Manka.* Traditional tale about a girl who wins a husband and his respect by her wits. Age 6 and up.
- *Come Again in the Spring.* In folktale style, a man cheats death of taking him by being able to answer an "impossible" question. By R. Kennedy. Age 7 and up.
- *The Dead Bird.* Children come upon a dead bird, observe the finality of its death, and bury it with ceremony. By M. Brown. Age 3-6.
- *Everett Anderson's Goodbye.* An African-American boy comes to terms with his father's death. By L. Clifton. Age 4-6.
- *Horton Hears a Who.* "A person's a person, no matter how small!" By Dr. Seuss. Age 4-8.
- *How Tom Beat Captain Najork and His Hired Sportsmen.* Tom, who seemed to be good only at fooling around, shows everyone he's got what it takes to defeat Captain Najork. By R. Haban. Age 7-9.
- *The Inch Boy.* A tiny Japanese boy is able, through his courage and a little magic, to defeat the Red Demon. By J. Morimoto. Age 4-8.

- *Jack and the Beanstalk.* Traditional tale of the boy who foils the giant—a David-and-Goliath story. Age 5-9.
- *Jim's Dog Muffins.* When Muffins is killed by a truck, Jim needs time to be sad. His classmates try to help him, but it takes awhile. M. Cohen. Age 5-7.
- *King of the Playground.* What's the best way to get around those kids who are bullying you and be king of the playground? This boy and his father have a solution: words. P. Reynolds Naylor. Age 5-8.
- *Mrs. Katz and Tush.* An African-American boy, an old Jewish lady, and her cat have a special friendship, undimmed by her death. By P. Polacco. Age 6-9.



- *Nadia the Wilful.* An Arab girl won't let her family forget her beloved brother, who disappeared into the desert. By S. Alexander. Age 5-9.
- *Nana Upstairs and Nana Downstairs.* The death of a great-grandmother helps Tommy deal with the death of his grandmother. By T. DePaola. Age 5-8.
- *Pippi Longstocking.* Pippi is a real tall-tale heroine. She can do anything—and she has a horse in the house. A. Lingren. Age 9-11.
- *Ramona the Brave.* Ramona faces life with spirit, finally even managing to get away from a big dog that threatens her. By B. Cleary. Ages 8-10 (younger for reading aloud).
- *Sadako and the Thousand Paper Cranes.* By E. Coerr. Age 4-9.
- *The Tenth Good Thing About Barney.* Barney was a good old cat, and he died. The family who loved him had a funeral and remembers how good he was. J. Viorst. Age 5-7.
- *Three Strong Women.* Japanese folktale about three women wrestlers: daughter, mother, and, strongest of all, grandmother. Age 6 and up.
- *The Tough Princess.* A reversed Sleeping Beauty: this very capable princess wakes up the Prince. By S. Waddell. Age 5-8.
- *Trouble With Trolls.* A Norwegian girl saves her beloved dog from trolls by tricking them. By J. Brett. Age 5-9.

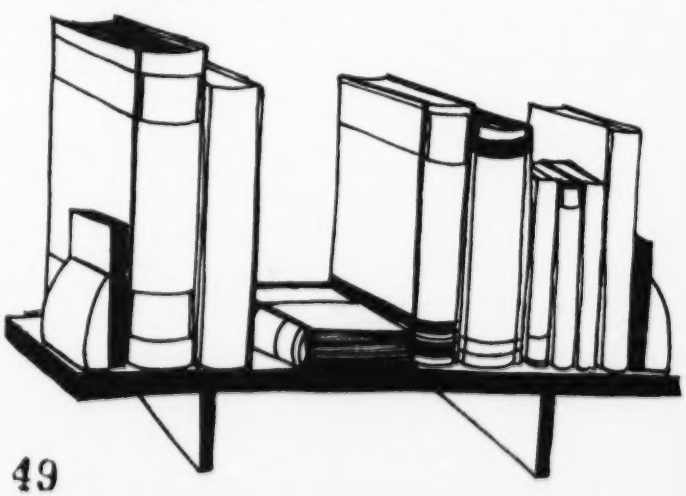
If you are older:

- *Blackberries in the Dark.* A boy's grandfather has died, and he and his grandmother remember him and grieve together. By M. Jukes. Age 10-13.
- *Bridge to Terabithia.* A boy and girl have a special place they build together, but their world is shattered when one of them dies in an accident. By K. Paterson. Age 10-13.

- *Call It Courage.* A Polynesian boy who is afraid of the sea sets out in a canoe with an albatross to conquer fear. A. Sperry. Age 10-13.
- *Everywhere.* A boy makes a kind of voodoo pact so that his grandfather won't die. By B. Brooks. Age 10-13.
- *Hatchet.* After his plane crashes in the wilderness, this city boy has to survive by his wits with only a hatchet to help. G. Pardsen. Age 11-13.
- *Island of the Blue Dolphins.* A girl and her brother are accidentally left alone on an island when their tribe leaves, and she must try to keep them both alive. S. O'Dell. Age 10-13.
- *My Side of the Mountain.* A boy builds a wilderness house for himself in a tree and has to fight to keep it. J. George. Age 9-11.
- *The Planet of Junior Brown.* The importance of friendship for two boys in the city. V. Hamilton. Age 9-13.
- *Remembering the Good Times.* Two friends try to understand the suicide of a third. By R. Peck. Age 13-16.
- *A Taste of Blackberries.* A boy's best friend dies of an allergic reaction to a bee sting, and the boy deals with guilt and grief. By D. Smith. Age 9-11.
- *The 13th Emergency.* A boy, plagued by bullies, finally turns to face them. By B. Byars. Age 10-12.
- *Where the Lilies Bloom.* A girl holds her family together after her father dies, and she must bury him herself. By V. Cleaver. Age 11-14.
- *The Witch of Blackbird Pond.* In the days of the pilgrims in America, Kit must defend herself against accusations that she is a witch. E. George Speare. Age 10-13.

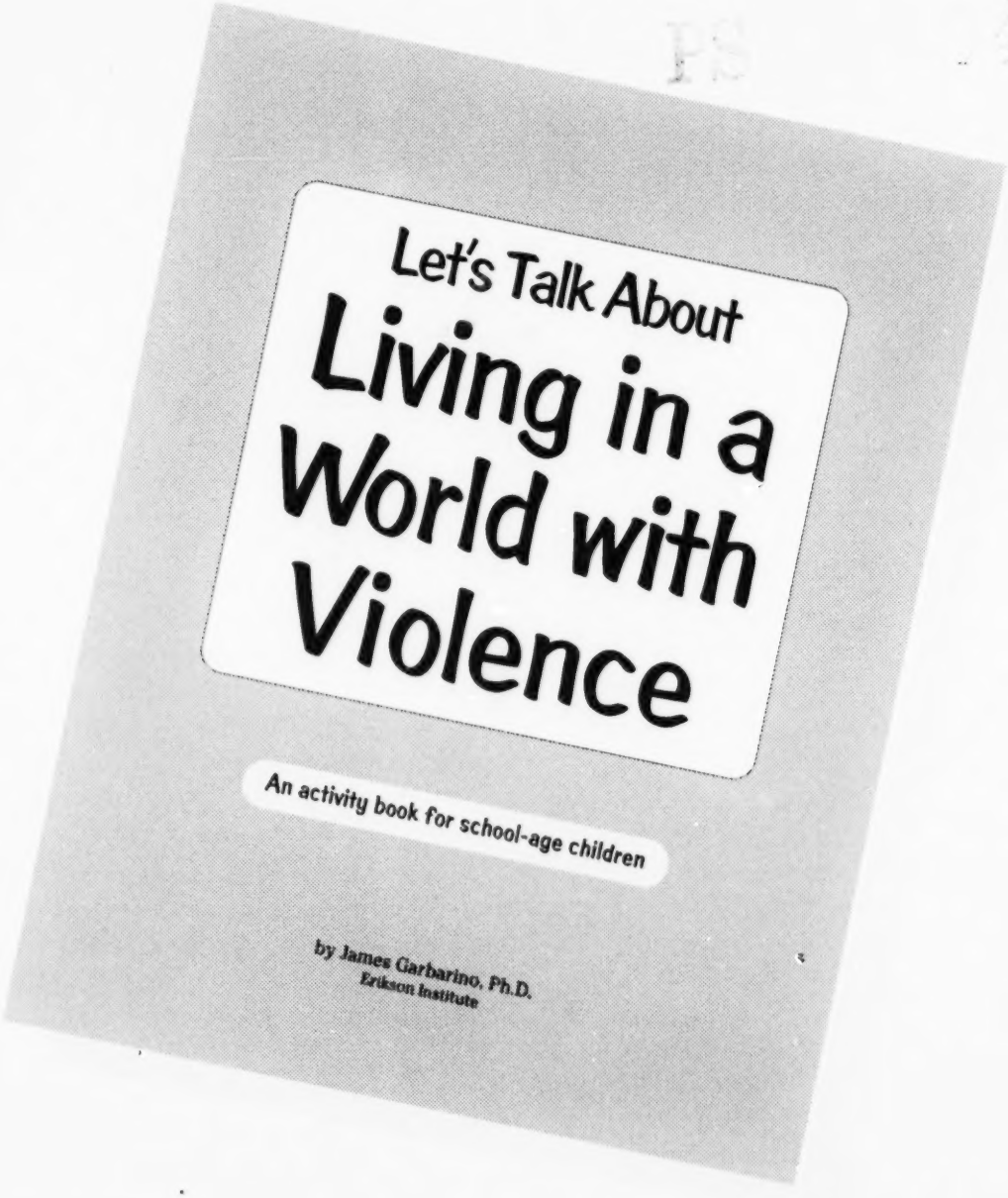
Non-fiction:

- *The Big Book for Peace.* A collection of stories, poems, and pictures by some famous writers and artists. Edited by A. Durell and J. Bierhorst. Age 5-12.
- *A Gun is not for Fun.* What does a gun mean in real life compared with in play? E. Hylton and C. Puryear. Age 9-13.
- *Hiroshima No Pika.* Tells of the day the atomic bomb fell on Hiroshima. By T. Maruki. Age 11 and up.
- *How It Feels When a Parent Dies.* Case studies of children, all ages, whose parent has died (variety of causes). By J. Krementz. Age 10 and up.
- *Losing Someone You Love.* Brothers and sisters talk about the experience of a sibling's death. By R. Richter. Age 10 and up.



A Guide for Teachers, Counselors, and Other Professionals

To accompany the activity book for school-age children
LET'S TALK ABOUT LIVING IN A WORLD WITH VIOLENCE


Let's Talk About
Living in a World with Violence
An activity book for school-age children
by James Garbarino, Ph.D.
Erikson Institute

Let's Talk About Living in a World with Violence is the result of more than twenty years spent seeking to understand the meaning of violence in the lives of children and families. I began working on the topic in the 1970s and initially focused my attention on child abuse and other forms of violence in the family. Over the years, however, my interest has broadened to include violence in the community, on television, and in war zones around the world.

My colleagues and I have conducted our work as part of Erikson Institute for Advanced Study in Child Development, a graduate school and research center in Chicago. We have found that the experience of violence creates enormous challenges for young children and the people who care for them. We also know that many of the most affected children already face serious developmental risks due to poverty, family instability, and drugs.

For some children in extreme situations, the trauma of violence can become literally "the straw that breaks the camel's back." The results can include sleep disturbances, intrusive thoughts, emotional numbing, recreating trauma in play, extreme startle responses, diminished expectations for the future, and even biochemical changes in their brains. The trauma of violence can produce significant psychological problems that interfere with learning and appropriate social behavior in school and that disrupt relationships with adults. Research tells us that the amount of aggression exhibited by a child at age 8 predicts the level of violence at age 30 unless there is intervention to change the direction of that child's life. It also tells us that the most vulnerable children are those who experience multiple traumas, such as violence at home **and** on the streets.

Let's Talk About Living in a World with Violence seeks to harness the energy and motivation of teachers, parents, and children around issues critical to their well being and, in so doing, to help them gain some control in responding to the challenge of living with violence. We hope that the book will be a tool for professionals to use with school-age children and their parents in helping develop coping strategies and facilitating the "processing" that children need to deal with violence and its attendant trauma.

Field-testing of the book has been conducted throughout the United States with children from ages 4 to 16, from all racial and socioeconomic backgrounds. Testing sites have included public and private schools, residential treatment centers, and community-based programs in churches, settlement houses, and social service centers. The evaluations we received during testing have helped us develop some ideas about who should use the book, where and when it should be used, and how to get the most benefit. We hope you will send along your own comments and suggestions after using it to add to our knowledge.

Before You Begin

Most children will need help reading the book and doing the activities, particularly the writing. You may want to encourage children to draw and even to substitute discussion when writing impedes the process of using the book itself. However, keep in mind that writing offers the child a special opportunity for processing experience beyond what talking can provide. *Let's Talk About Living in a World with Violence* is intended as an educational tool; one of its goals is to utilize literacy resources on behalf of children. So think through in advance how you may want to adapt the book to fit your own philosophy of education. Remember, too, that for some children the issues of violence and being afraid are very intense, so be prepared to respond. Do your homework, and keep these points in mind:

- Before using this book with children, you **must** read it and consider how to complete the activities. This is essential to prepare yourself for being helpful to the children. If you are unfamiliar with research on violence and trauma, do some background reading. Consider using the book with a partner or as part of a group. Everyone needs social support in dealing with these issues. That includes you, the professional. Perhaps a school psychologist or social worker can help. A good approach is for a group of professionals to prepare together by

reading the book and then discussing their thoughts and feelings about possible follow-up activities.

- Also, read the accompanying "Guide to Parents." Be prepared to assist parents in reading both the guide and the book and in understanding how they can respond to their children as they use the book. It is a good idea to encourage parents to read the book in a group and do the activities themselves whenever possible. That way they can be a resource for their children.
- Be prepared for the fact that some children will find it difficult emotionally to complete some parts of the book. For example, if there is domestic violence at home, they may get defensive and try to avoid the issue or pretend that things are O.K. Be as gentle and sensitive as you can about this. Try to avoid embarrassing or confronting children in front of their peers. Also, children may gang up on classmates whose lives are troubled. Anticipate teasing and be prepared to deal with it.
- Remember that some children see authority figures—police, parents, teachers, etc.—as the **source** of violence. Be prepared to respond, for example by scheduling a classroom visit by a police representative who you know will make a positive impression. With older children, this can be a useful starting point for a social studies discussion of social justice and violence.
- Keep in mind that children may want to talk about their experiences, thoughts, and feelings while they are doing the activities. It is important to let children respond verbally in order to process those feelings. Consider using the book in small groups that naturally foster such discussion. It may be helpful to ask children to share their thoughts and feelings at the end of each section.
- Schedule the book for use over several weeks. This allows adequate time for the children to complete the activities and avoids any fatigue that could interfere with the process. It also gives them time to think things through and apply the activities to real life experiences.
- Consider beforehand how you will handle skepticism or suspicion from children and perhaps parents. There may be questions about who Dr. G. is and why he is asking for all this information. Keep in mind that both children and parents may have had bad experiences with authority figures or be afraid of repercussions if they talk about violence at home or in the community.
- Be aware that some professionals have found the book useful with adolescents, particularly those facing special challenges because of their experiences with violence: e.g. incarcerated delinquents.
- Give special thought to the letter at the end of the book and how to make it as useful an exercise as possible. How will the letter reach the person for whom it is intended? Will the person receiving it respond to the child? Will you make a copy for your own files or share the letter with anyone else?
- Remember that this book takes the specific approach of a dialogue between me and the child. This must not prevent or replace dialogue between **you** and the child. Quite the contrary. The goal of the book is to establish a model for adult-child dialogue about violence in order to enhance **your** work with the children you serve. Please use the book with this in mind. It is not a curriculum by itself. This book is a tool, and its success depends upon your skill as the user of this tool.
- If you feel a need for preparation before using this book, consider reading some of the books listed at the end of the guide. I would suggest starting with *Children in Danger: Coping with the Consequences of Community Violence*. Also talk to colleagues to gain perspective on how they would approach the activity. And, feel free to write us at Erikson Institute if you have questions about how to begin.

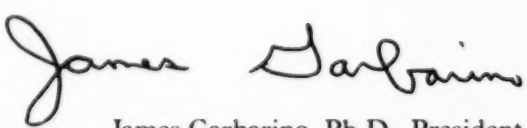
As You Use the Book

The workbook can be adapted to address a wide range of social studies and values clarification issues in the classroom or in various other agency and clinical settings, working with children one-on-one or in groups. We are presenting a list of suggestions here that may help you expand the use of the book. However, the list is virtually endless. Rely on your imagination and consider the widest possible range of resources, the needs of your children, and the educational goals of the program as you develop innovative uses. Here are some ideas to consider:

- Bring in a video of a movie or television program and have the children count the number of times violence occurs, or ask the children to choose two of their favorite programs and compare the videos in class. But be careful of the selections. A video with a level of violence may be too arousing. Consider a story in which a specific act of violence presents an important issue, rather than a video packed with violence.
- Ask the children to chart the most scary and least scary things they watched on TV during one week. Discuss what makes a "scary" movie or program.
- Using the same material in the charting, have the children compile a list of the differences between the "good guys" and the "bad guys." Are there any differences between them in the ways they solve problems? What kinds of violence do the good guys use compared to the bad guys? What makes a good guy a "hero"? What makes a bad guy the "villain"?
- Have the class role-play a scene in a video without using violence. Children can use puppets or they can develop a "rap" to describe the scene without violence.
- Using a book like *Who's Calling the Shots,* engage children in group discussions about guns and weapons. Organize a discussion of what life would be like for the children if there were no guns in their community. What would it be like if police officers did not carry guns? Is it necessary to have guns to catch criminals? Are there ways to settle differences without having wars? Some older children will want to talk about events such as the riots in Los Angeles in 1992. Be prepared.
- Using a values clarification book for ideas, adapt the tasks to address issues relating to violence. In the book, I talk to the children about the need to practice nonviolence and how being less violent involves learning strategies. One goal of the book is to help prepare children for success in nonviolent conflict resolution and mediation programs, so you may want to consider continuing on with additional activities that address these issues. One teacher who participated in field-testing asked her students to create "future maps" as they finished the book, describing who and where they thought they would be in years to come and how they would face specific situations in their lives.

Finally, if you have questions you can't answer locally, write to us at the Erikson Institute, and we'll try to help. The book itself is not intended to provide a "magic answer" or resolve the many problems that children bring to school. Rather, it is a tool for you to use and adapt as necessary to meet the needs of the children you serve. Above all, the process of completing the book itself should establish you in the children's eyes as a person who is willing to hear their problems—as a person they can turn to. **This may be its most important value.**

Take your time with the material and feel the satisfaction that emerges as the children's concerns are given voice, enabling them to turn more of their attention to schoolwork and other positive activities.



James Garbarino, Ph.D., President
Erikson Institute
October 1993

For further reading:

Children in Danger: Coping with the Consequences of Community Violence. Garbarino J., Dubrow, N., Kostelny, K., and Pardo, C; San Francisco: Jossey-Bass Publishers, 1992.

Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom K-6. Kreidler, W.; Glenview, Il: Scott, Foresman and Co., 1984.

Educating for Global Responsibility. Reardon, B.(ed.); New York: Teachers College Press, 1988.

"Forbidden Games: Post-traumatic Child's Play." Terr, L.: *Journal of the American Academy of Child Psychiatry*, 1981.

"Good Grief: Helping Groups of Children When a Friend Dies." Fox, S.S.; Boston: New England Association for the Education of Young Children, 1988.

Helping Children Cope with the Stresses of War. Macksoud, M; New York: Unicef, 1993.

Kids Can Cooperate: A Practical Guide to Teaching Problem Solving. Crary, E.; Seattle: Parenting Press, 1984

A Manual on Nonviolence and Children. Judson, S. (ed.); Philadelphia: New Society Publishers, 1983.

No Place to Be a Child: Growing Up in a War Zone." Garbarino, J., Kostelny, K., and Dubrow, N; New York: Lexington Books, 1991.

Play Therapy. Axline, V.; New York: Ballantine Books, 1947.

"Psychological First Aid and Treatment Approach to Children Exposed to Community Violence: Research Implications." Pynoos, R. and Nader, K; *Journal of Traumatic Stress*, 1988, 1, 445-473.

"Protective Factors and Individual Resilience." Meisels, S.J. and Shonkoff, J.P. (eds.); *Handbook of Early Childhood Intervention*: Cambridge University Press, 1990.

Small Victories: The Real World of a Teacher, her Students, and their High School. Freedman, S.J.; New York: Harper Perennial, 1991.

Straight Talk About Risks: A Pre K-12 Curriculum for Preventing Gun Violence. Washington, D.C.: Center to Prevent Handgun Violence, 1993.

There Are No Children Here. Kotlowitz, A.: New York: Doubleday, 1991.

Too Scared to Cry. Terr, L.; New York: Harper Collins, 1990.

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